



Snohomish County
Human Services

2025 Early Learning Annual Report

The mission of Human Services is to help all persons meet their basic needs and develop their potential by providing timely, effective human services and building community.



2025 Early Learning Annual Report



Snohomish County Human Services
Developmental Disabilities & Early Learning Division
3000 Rockefeller Ave M/S 305
Everett, WA 98201

Mary Jane Brell Vujovic, Director
Snohomish County Human Services Department

Karen Matson, Division Manager
Developmental Disabilities and Early Learning

Snohomish County Early Head Start

Kristina Saunsaucie, Supervisor

425-388-6439

<https://snohomishcountywa.gov/545/Early-Head-Start>

Early Support for Infants and Toddlers

Trisa Harris, Program Supervisor

425-388-7402

<https://snohomishcountywa.gov/607/Early-Support-for-Infants-and-Toddlers>

Early Childhood Education and Assistance Program

Jacki McBride, Co-Supervisor, Jessica Scanzon, Co-Supervisor

425-388-7010

<https://snohomishcountywa.gov/523/Early-Childhood-Education-Assistance-Pro>

This Annual Report was published and distributed in April 2026 to:

- ◆ Our funders and community partners
- ◆ Snohomish County Executive Office and Snohomish County Council
- ◆ Governing Boards for Snohomish County Early Head Start, Early Support for Infants and Toddlers, and Early Childhood Education and Assistance Program

Scan or right-click and open hyperlink to view a copy of the Annual Report under *Early Learning Division Outcomes*:



In Gratitude

Snohomish County expresses profound gratitude to our generous funders for their commitment, and to our dedicated providers who partner with us. Their work behind the scenes and on the front lines of service to support those in need to realize their fullest potential is the embodiment of the Snohomish County mission.

OUR FUNDERS



Federal Office of Head Start



Washington State Department of
CHILDREN, YOUTH & FAMILIES

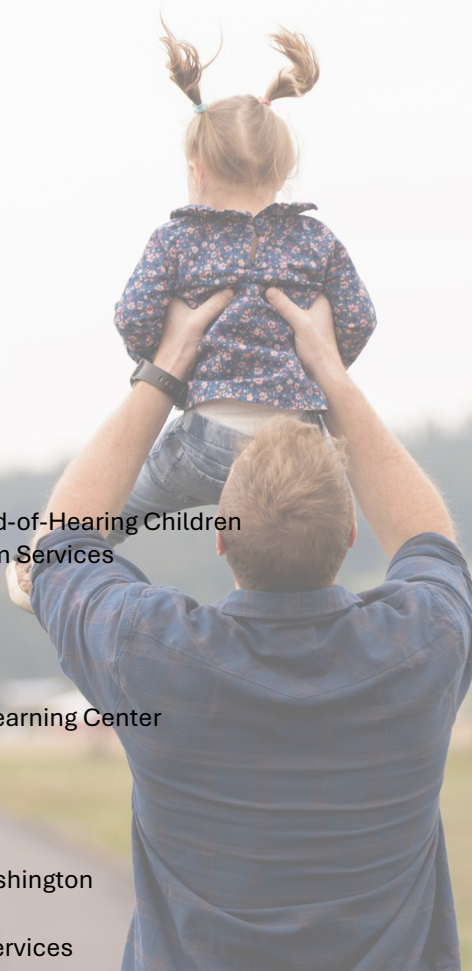
Washington State
Department of Children, Youth & Families



Washington State
Department of Social and Health Services
Developmental Disabilities Administration

OUR PARTNERS AND PROVIDERS

Arlington School District
ChildStrive
City of Marysville
Community Resource Center of Stanwood Camano
Darrington School District
Discovery Place Preschool
Edmonds School District
Everett Community College
Everett Public Schools
Evergreen Recovery Centers
Granite Falls School District
Hearing, Speech and Deaf Center
Index School District
Josephine Caring Community
Julie Shevlin RND, CD
Kinding
Lake Stevens School District
Lakewood School District
Listen and Talk
Marysville School District
Monroe School District
Mukilteo School District
Northshore School District
Northwest School for Deaf and Hard-of-Hearing Children
Puget Sound Counseling and Autism Services
Providence Children's Center
Providence Everett Medical Center
Sauk-Suiattle Indian Tribe
Sherwood Community Services
Smokey Point Day Care and Early Learning Center
Snohomish School District
Stanwood-Camano School District
Sultan School District
Vesta Nutrition, LLC
Volunteers of America Western Washington
Within Reach
Wonderland Children and Family Services



Early Head Start

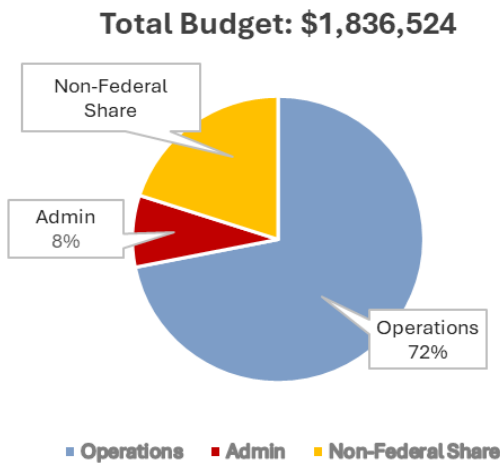
About Us



Snohomish County Early Head Start (SCEHS) is a home-based early learning and family-centered support service for children and families from pregnancy to age three that focuses on family-based early learning and development, health, and family well-being. SCEHS supports children’s development in weekly home visits using the research-based BabyTalk curriculum. BabyTalk emphasizes family-child interactions and engaging parents/caregivers in their child’s learning across all Head Start Early Learning Outcomes Framework domains. In 2025 we served:

- 134 families with an average enrollment of 82
- 17 pregnant women

Financial Profile



Operations	\$1,350,828
Administration	\$152,262
Training/Technical Assistance	\$27,900
Non-Federal Share	\$376,137

The most recent Federal Control Audit found no deficiencies or instances of non-compliance.

Developmental Outcomes

SCEHS uses the Desired Results Developmental Profile (DRDP), an early childhood developmental continuum, to assess children’s development each quarter while enrolled in the program. The DRDP was designed with the goal of ensuring that all children have the opportunity to demonstrate their strengths, knowledge, and skills within the context of their family culture and home language. DRDP data is collected through observations of children’s skills in everyday routines and activities, and the results used to plan developmentally appropriate curriculum for home visits and group socializations. Data from this assessment is also used to plan professional development and individualized coaching plans for our Infant-Toddler Specialists (home visitors).

DRPD data for the 2024-25 program year below shows the percentage of children that experienced growth in each developmental domain:

Approaches to Learning/Self-Regulation	95%
Social and Emotional Development	93%
Cognition, including Math and Science	92%
Language and Literacy	99%
Physical Development	87%



Early Head Start

Health Outcomes



Medical Exams Completed: 93%
Dental Exams Completed: 92%



Family Engagement

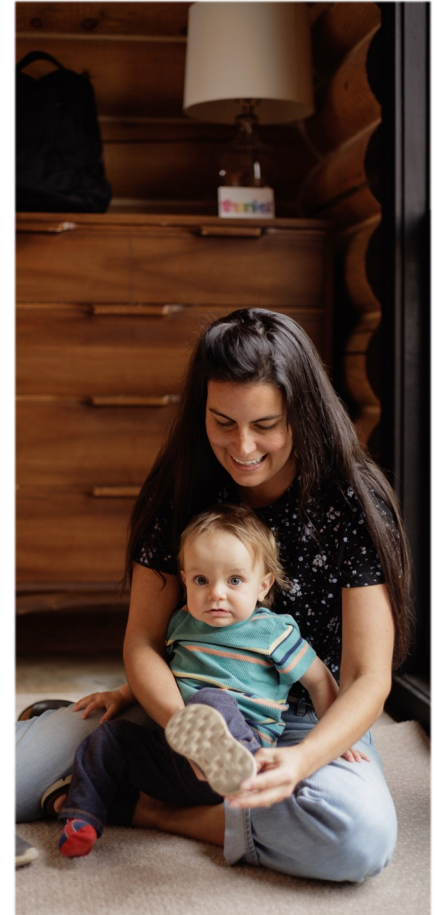
SCEHS priorities for family engagement include...

- ◆ Parents/caregivers take a leading role in planning and implementing enriching learning experiences with their children.
- ◆ Infant Toddler Specialists deliver tailored learning activities that empower parents/caregivers to actively support their children's language, cognitive, motor, and social-emotional development.
- ◆ Parents/caregivers are motivated to advocate strongly for their child's health and developmental needs.
- ◆ Families are equipped and encouraged to access essential early intervention services.
- ◆ Mental health and well-being of parents are prioritized through opportunities such as resource/referral, parent meetings, policy council participation, professional training, and twice-monthly playgroups with their children.

Of SCEHS families who participated in a pre- and post-survey about their family well-being, 78% reported an increase in family well-being in the following areas:

- ◆ Transportation
- ◆ Food security
- ◆ Access to medical, dental, and prenatal care
- ◆ Access to high-quality childcare

The exception was housing stability, which showed a decline for families, consistent with community needs assessments.



Spotlight: Social-Emotional Skills Development

SCEHS supports whole child development with a specific focus on infants and toddler social and emotional development. Our curriculum supports children's understanding of healthy interactions with others and forming positive relationships with nurturing adults and peers.

Data measurement in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and social interactions with peers, and symbolic and sociodramatic play.

Early Support for Infants and Toddlers

About Us

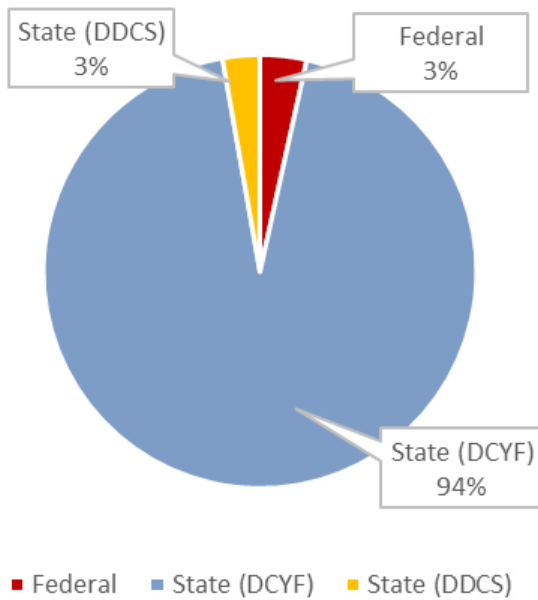


The Snohomish County Early Support for Infants and Toddlers (ESIT) Program is the County Lead Agency designated by the Department of Children, Youth and Families (DCYF) to direct county-wide services for children birth to three with developmental disabilities. The program provides centralized referral coordination, contract monitoring/quality assurance, and distribution of funding to local ESIT provider agencies. Families enrolled in ESIT receive individualized resources coordination, developmental therapies, and parent/caregiver coaching to support their child’s development in daily activities at home and in the community.

In 2025, ESIT served over 3,100 children in Snohomish County.

Financial Profile

Total Budget= \$21,766,501.94



Federal	\$755,391
State (DCYF)	\$20,405,961
State (DDCS)	\$605,150

The most recent reviews by DCYF and Developmental Disabilities Administration (DDA), concluded that all ESIT providers subcontracted with Snohomish County met program requirements. There were no findings.

Developmental Outcomes

The Child Outcome Measurement System informs how children are making progress while enrolled in the ESIT program. Data is analyzed at the state and local level to inform needed program improvements and compliance.

Outcome Area	Percentage of children who substantially increased their rate of growth by the time they exited the program	Percentage of children who were functioning within age expectations by the time they exited the program
Social Emotional	51.82%	65.48%
Acquiring and using knowledge & skills	58.66%	54.41%
Use of appropriate behaviors	61.62%	65.10%

Early Support for Infants and Toddlers

Health Outcomes

Medical providers play an important role in identifying developmental delays and facilitating referrals to ESIT. Ongoing collaboration between medical providers and ESIT teams also supports coordination and continuity of care for children with complex medical needs and their families.

Family Engagement

Data from the most recent Family Outcomes Survey was collected from families that received at least six months of service and who were either currently enrolled or had exited the program within the last six months of the survey period.



Know their rights

87%



Effectively communicate their children's needs

92%



Help their children develop and learn

85%



Spotlight: Social-Emotional Skill Development

The ESIT program recognizes that infants and toddlers grow, learn, and develop within the context of relationships. The parent/caregiver coaching model is designed to promote healthy relationships through strength-based parenting strategies. Washington State's Systemic Improvement Plan has prioritized this area by promoting training for providers that centers around improved social-emotional outcomes for children and their families. Professional development grounded in Early Relational Health, Early Childhood Mental Health practices, Promoting First Relationships, and other evidence-based social-emotional practices are offered at no cost to ESIT providers.



Snohomish County provider agencies continue to expand their capacity to support childhood mental health by prioritizing social-emotional training and reflective consultation for family resources coordinators and direct service providers. Infant mental health counselors housed at agencies, along with a County contracted psychologist who specializes in autism and behavior supports, serve as a direct support for families and a resource for other staff.

Early Childhood Education and Assistance Program

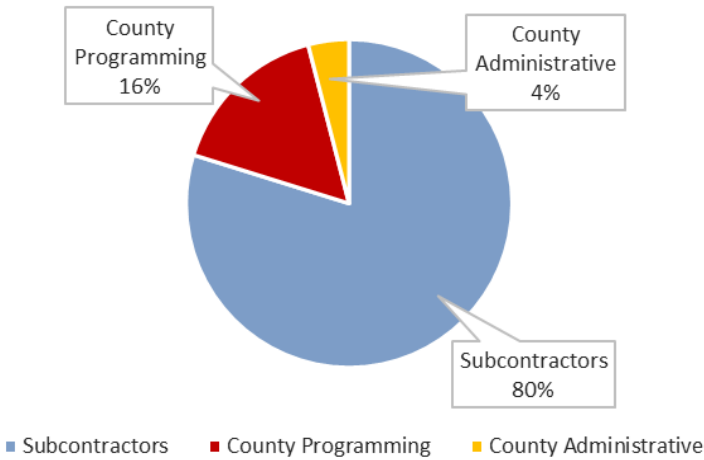
About Us



Early Childhood Education and Assistance Program (ECEAP) is a statewide pre-school program funded by Washington State Department of Children, Youth and Families (DCYF). Each year we provide comprehensive services to over 1,441 low-income families with children aged three to five, focusing support on early education, social emotional skill building, and kindergarten preparation. ECEAP programs provide a whole child support system offering child and family resources, and child health and nutrition services. Snohomish County ECEAP offers services at 16 locations: 10 school districts, two non-profit agencies, two childcare centers, one family home childcare, and one tribal nation.

Financial Profile

ECEAP Budget \$18,643,712



County Programming	\$3,140,750
County Administrative	\$788,643
Subcontractors	\$15,502,962

DCYF awarded Snohomish County funds for...

\$560,620 for ECLIPSE (Early Childhood Intervention and Prevention Services) to connect families to supportive networks within their community.

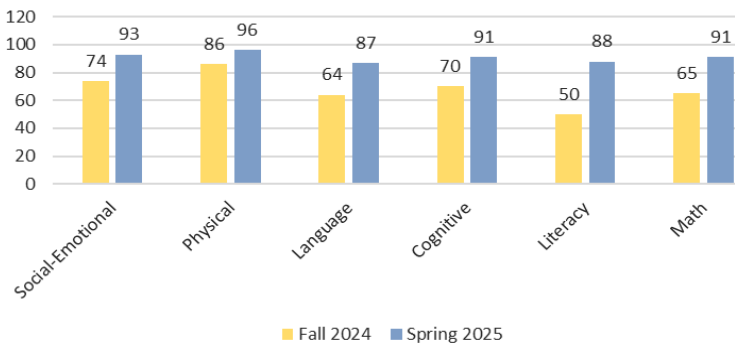
\$365,533 for Complex Needs Funding for inclusive learning environments to support children with developmental delays, behavioral, and social-emotional needs.

In its most recent fiscal review of Snohomish County ECEAP, DCYF found no exceptions to requirements.

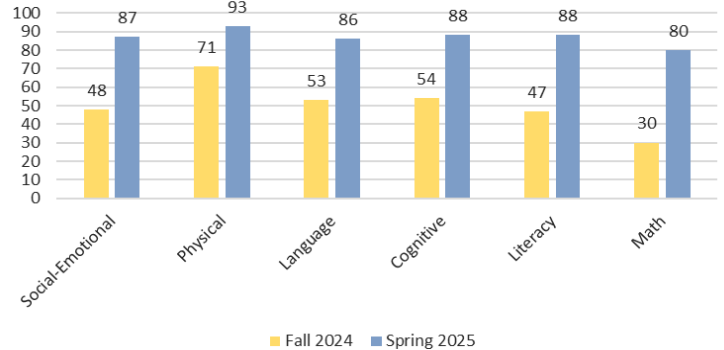
Developmental Outcomes

ECEAP uses child outcomes measures from Teaching Strategies (TS) GOLD, the online assessment tool used with the Creative Curriculum which measures child development in six domains: Language, Literacy, Mathematics, Social-Emotional, Physical and Cognitive. Results below show percentage of growth from Fall 2024 to Spring 2025 for children aged three and children aged four.

3 Year Olds - Percentage of Growth



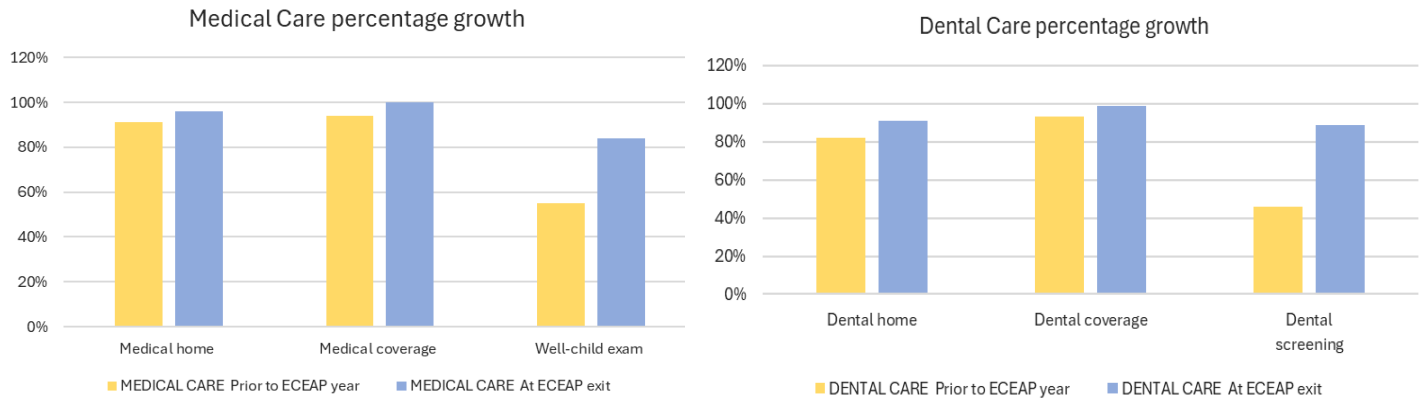
4-Year-Olds - Percentage of Growth



Early Childhood Education and Assistance Program

Health Outcomes

ECEAP provides a holistic approach to child health and early education contributing to the overall well-being for enrolled children, highlighting the importance of early care, early learning opportunities, and comprehensive support in promoting long-term health and success in school for children.



Family Engagement

Placing families and children first is our commitment, passion, and the foundation of our ECEAP program. With a family-driven focus, we provide a high level of individualized support to ECEAP families throughout the county. Our partnership begins at the critical first connections of recruitment and enrollment and continues with guiding family involvement and creating opportunities for parent/caregiver leadership throughout the program year. Families have opportunities to lead in Snohomish County ECEAP Parent Council and ECEAP site Parent Council groups. Families plan ECEAP family and community events, participate in ECEAP leadership training and advocacy, and network with families in their communities to share resources and build connections.



Spotlight: Social-Emotional Skill Development

ECEAP supports whole-child development and well-being, including positive social and emotional skill development, a predictor of future success in social community and school connections. ECEAP teachers use TS Gold and Second Steps curriculum to guide children to identify and manage strong emotions, establish positive relationships with adults and caregivers, join in group play, build friendships, and support resilience and social problem-solving skills.

Data collected from TS Gold from Fall 2024 to Spring 2025 demonstrates a 25% increase in growth in the area of social-emotional development for three-year-olds and 88% increase for four-year-olds (see Developmental Outcomes, page 8).

